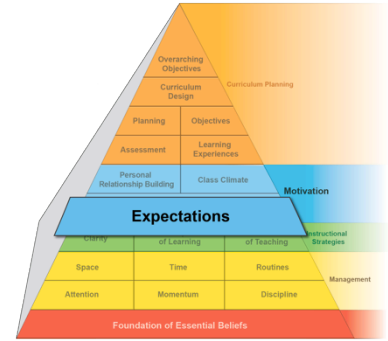


Expectations
Stimulating Effective Effort
 Algebra 1
 Mr. Herrmann
WITH RBT ANALYSIS



Script	Comments
<p>Are you ready?</p> <p>Yeah.</p> <p>Cool. I just want to say before you start, there's a lot of groups stuck on this. This is not easy. That's why I'm giving it to you, because it's not easy. OK [to Kelyn]. Do it.</p> <p>OK, so...what's your question?</p> <p>Why are you doing $3n - 30$?</p> <p>Because they cancel out?</p> <p>No, I'm not talking about $3n - 30$, I'm talking about the set-up. Why are you having $3n - 30$ instead of $30 - 3n$?</p> <p>'Cause...I can't explain this thing. Would you, like, just call on her, please?</p> <p>I'm confident that you can get it.</p> <p>No, I can't. I really can't.</p> <p>I've seen you get problems like this before. I've seen you do problems like this before and I know that you can do it.</p> <p>So...but what we haven't seen yet is you guys [to group] explaining it in such a way that we can make sure that everyone gets it. That's the tough part. Not just understanding it but explaining so that other people get it. OK, so maybe before calling me over next time...so why don't we do some practice?</p> <p>We did, we actually practiced.</p> <p>Maybe you just get nervous. Do you just get nervous?</p> <p>Yeah. I feel like they're all in my face...</p>	<p>Acknowledging difficulty makes it OK to be struggling.</p> <p>This is a key moment. Will the teacher bow to her apparent embarrassment or stick with her?</p> <p>Second expression of confidence, and with evidence!</p> <p>Now he enlists the group in their job of being sure everyone understands.</p> <p>Kelyn says she was feeling pressured by previous attempts in the group to explain it to her.</p>



<p>I understand. I understand. But let's...why don't you just take a minute, think about what you want to say. If that's now, I'll stay. Or I'll come back. Do you want me to come back?</p> <p>Nods her head yes.</p> <p>Just take a minute, do a few practice times. The question I'm going to ask you is: why are you getting $3n - 30$ instead of $30 - 3n$? That's the question. So I would give a few explanations, listen to the three of them, and you listen and see if you would give any feedback.</p> <p>OK [another student says to Kelyn], why would you do that?</p>	<p>He urges Kelyn and also the group to persist anyway. And he'll come back soon to check. She agrees [nods] to go for it.</p>
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